

Grade 3 Technology Unit 2: Online Research and Google Slides

Content Area: **Technology**
Course(s): **Technology Grade 3**
Time Period: **MP2**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

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| CS.3-5.8.1.5.IC.1 | Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. |
| CS.3-5.8.1.5.IC.2 | Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. |

Rationale and Transfer Goals

During this marking period, students will be learning to create presentations with Google Slides and WeVideo, a video creating program. They will be creating 2 presentations, one of which will require researching a topic on the internet. During this unit, students will learn what makes an effective presentation and work to make their slides informative and aesthetically pleasing. They will be completing some of the research in their classroom during social studies, and will have the opportunity to develop their knowledge of a program they will be using throughout their time in Lindenwold and likely beyond. Students will discuss how technology makes presentations easier. Students will explore the different ways that presentation platforms, like Google Slides, can be used in different settings.

Enduring Understandings

Presentations require a different style of writing and format than narrative writing.

Technology, like Google Slides, makes creating presentations easier.

Essential Questions

What format is most effective when presenting various types of information?

How can we determine the validity of information from online resources?

Content - What will students know?

- How to create a Google Slide presentation.
- Safe internet research techniques
- Internet image search
- Organizing information into a presentation
- How to create a video presentation

Skills - What will students be able to do?

- Students will be able to create and format a Google Slide presentation, including adding pictures to their project.
- Students will review safe websites that can help them research their next project topic and find information they are searching for quickly and efficiently.
- Students will organize their information onto slides to present and find pictures on the internet to add to their presentation.
- Students will record themselves reading from the research paper and properly input titles, pictures, and music to their video presentation.
- Students will describe how presentations are used in different settings, industries, etc.

Activities - How will we teach the content and skills?

- Whole class demonstration of capabilities of Google Slides, followed by students using a sample presentation to create an All About Me Slide presentation.
- Whole class discussion of safe and age appropriate internet searching, followed by students using Kidzsearch.com to find information from a research packet relating to a wild animal of their choosing.
- Whole class discussion of safe image search techniques, followed by students creating a new presentation and entering their research findings and appropriate images into the presentation.

- Whole class demonstration on how to add titles, pictures, recordings, and music to a video presentation.
- Viewing of presentations in different settings via Youtube (for example: Tedtalks, Sports Drafts, business presentations, etc.)

Evidence/Assessments - How will we know what students have learned?

- Evaluation of All About Me presentations.
- Evaluation of quality of students’ research.
- Evaluation of animal research presentations.
- Evaluation of animal video presentations.

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
|--|---|--|
| Safe internet research techniques Internet image search | How to use a search engine for research | Whole class discussion of safe and age appropriate internet searching, followed by students using Kidzsearch.com to find information from a research packet relating to a wild animal of their choosing. |

Key Resources

Google Drive

Google Slides

www.kidzsearch.com

pebblego.com

Class animal research document/script

21st Century Life and Careers

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| WRK.9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |

Career Readiness, Life Literacies, & Key Skills

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|------------------|--|
| TECH.9.4.5.CT.3 | Describe how digital tools and technology may be used to solve problems. |
| TECH.9.4.5.DC.2 | Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. |
| TECH.9.4.5.DC.3 | Distinguish between digital images that can be reused freely and those that have copyright restrictions. |
| TECH.9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| TECH.9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
| TECH.9.4.5.IML.2 | Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). |
| TECH.9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). |

Interdisciplinary Connections/Companion Standards

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Health: Limits to screen time and healthy relationships with technology, online technologies

- LA.RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- LA.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- LA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- LA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LA.RI.3.6 Distinguish their own point of view from that of the author of a text.
- LA.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- LA.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- LA.RI.3.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.